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ABSTRACT

The Casper Day Care Center in Casper, Wyoming, consists of two day care centers, located in churches, serves 91 children including physically or mentally handicapped children (toddlers and school age) of working mothers in low-income families. The program is designed to facilitate the association of handicapped children with normal children (one disturbed child/five normal children). The professional staff is heavily dependent on 26 volunteers. Activities are generally the same for all children except for speech therapy and special attention at mealtime. The program integrates educational and social-emotional development, language development, "Sesame Street" viewing, sensorimotor and perceptual development, math and reading tutoring for school age children. Nutrition and health programs and social services are provided. Funding has developed into a major problem and the center is dependent on donated labor, facilities and services. Parent involvement is minimal. Information is provided on center organization, resource uses, admission policies, menus and program purpose. (AJ)

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DAY CARE PROGRAMS
REPRINT SERIES

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"MORE THAN JUST BABY-SITTING"

Casper Day Care Center
Casper, Wyoming

Principal Authors: Richard R. Ruopp
Brigid O'Farrell

Field Observers: Barbara Emmons
Nancy Fering
Ann Heiman

Case Study from Volume II-A

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

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National Center for Educational Communication

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AT A GLANCE

GENERAL

TWO CENTERS in church buildings

SPONSORED BY: Casper Day Care Center (private, non-profit corporation)

ADMISSION CRITERIA: low income, working mothers, physically or mentally handicapped children

TOTAL CHILDREN: 91 enrolled/77 A.D.A. (11% toddlers, 73% pre-school, 16% school-age)

TOTAL PAID STAFF: 12 (4 full-time), 372 hours/week

TOTAL IN-KIND STAFF: 40 (9 full-time), 373 hours/week

HOURS: M-F, 7:30 a.m. - 6:00 p.m.

SPACE (sq. ft./child): Indoor = 93
Outdoor = 100+

CENTER OPENED: August, 1967

STAFF POSITIONS: Executive Director, 2 Assistant Directors, 3 Head Teachers, 2 Classroom Aides, Cook, Buyer-Nutritionist

CONTACT: Director, Casper Day Care Center
804 South Wolcott Street
Casper, Wyoming 82601

307-235-5097

DISTRIBUTIONS

ETHNIC: Children: 3% Black, 88% Anglo, 3% Chicano, 5% Oriental, 1% Other
Staff: 89% Anglo, 11% Chicano

SEX: Children: 43% girls, 57% boys; Staff: 100% women, 0 men

OVERALL ADULT/CHILD RATIO: 1 to 4.3

ADULT/CHILD CONTACT HOUR RATIO: 1 to 5.9

FAMILY STATUS: 11% complete, 85% mothers only, 4% surrogate

PARENT EMPLOYMENT: 75% full-time, 18% in training or school, 4% not seeking work, 3% unemployed

COSTS

TO PARENTS: $10.75 per week

TO CENTER: $1,438 per child/year, $0.62 per child/hour

ESTIMATED FUNDING, 1970-71:

Parent Fees	$29,700
Casper Association for Retarded Children	1,200
State Food (DOA)	5,700
United Fund	5,000
Other Sources	10,900
In-Kind	58,200
	$110,700

NOTABLE ELEMENTS

HANDICAPPED PROGRAM

VOLUNTEERS

CASPER DAY CARE CENTER, NOVEMBER, 1970

Helen Dawson, director of Casper Day Care Center (CDCC), is a fighter. She fought to start the day care operation and is fighting to keep it alive -- against very real odds. Money is an incessant problem. There is less than $700 to spend for each child each year. This means scrambling to get donated labor, facilities and services which provide another estimated $750 for each child. Still this provides only about half what many other centers spend. There is wide agreement among board members, staff, parents and volunteers that CDCC wouldn't have begun without Helen and wouldn't be the same if she left.

This is not at all to say that others haven't been and aren't important. An action committee of the Presbyterian Church got things going several years ago and many of them became members of the CDCC Board of Trustees. First they had to convince the church membership that Sunday school facilities should be donated for care of children who were outside the church family. Then they had to find funds to supplement fee income provided by mothers at 25 cents per child hour.

The current staff all work very hard despite the fact that it could be easily said they are underpaid.

The center is heavily dependent on over 26 volunteers for basic labor. The volunteer coordinator, herself a volunteer giving three hours a week, described her people as "very dedicated" to their work and reasonably responsible in fulfilling their commitments.

Virtually all of the Casper Neighborhood Youth Corps work at CDCC. These 13 full-time and part-time girls are, like the cadre of volunteers, critical to the center's survival.

Casper Day Care Center is a startlingly clear instance of an organization dependent on the immense energy of one person to keep all of the human resources focussed and working. In this case, those resources benefit the center's 91 enrolled children.

Helen Dawson is a slight, attractive woman in her late forties. What is particularly appealing about her is the intensity of her commitment, and her warmth toward the children she serves, although she does not always have sufficient time to express that warmth. She puts in about 48 hours a week on her job and spends most of her time with adults. Almost half her time is spent with staff. The N.Y.C. girls, many with serious personal problems, need continuing attention. Then there are volunteers, parents, agencies -- all making competing demands.

Helen took the observer team to the Presbyterian Church early Monday morning in late November. She was met immediately and warmly by a number of children as we entered the attached church school building. She returned this warmth and gave her undivided, though necessarily short, attention to each. Then she plunged into a hectic Monday.

This church is one of two donated church school buildings in which CDCC operates. The rooms used by CDCC at both churches have been designed for Sunday school classes for children of different age groups and are large, spacious, bright and pleasant.

Presbyterian Church

The first and largest center is in the Presbyterian Church. The Presbyterian center has an enrollment of 63 children which includes 10 toddlers (22 months to 3 years), 45 pre-schoolers (3 to 6 years) and 10 school-age children (6 years) who come for snack, go to the elementary school in the next block, return for lunch and then after school until their mothers get off work. The church school wing is

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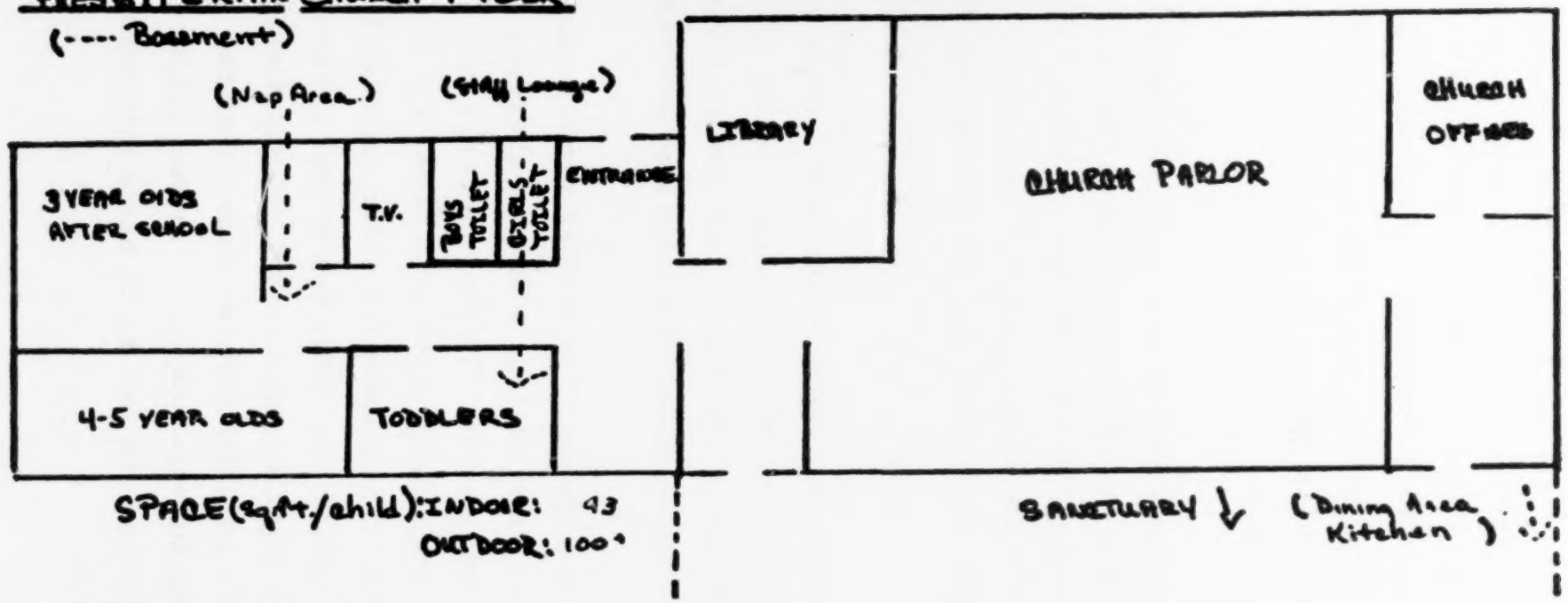
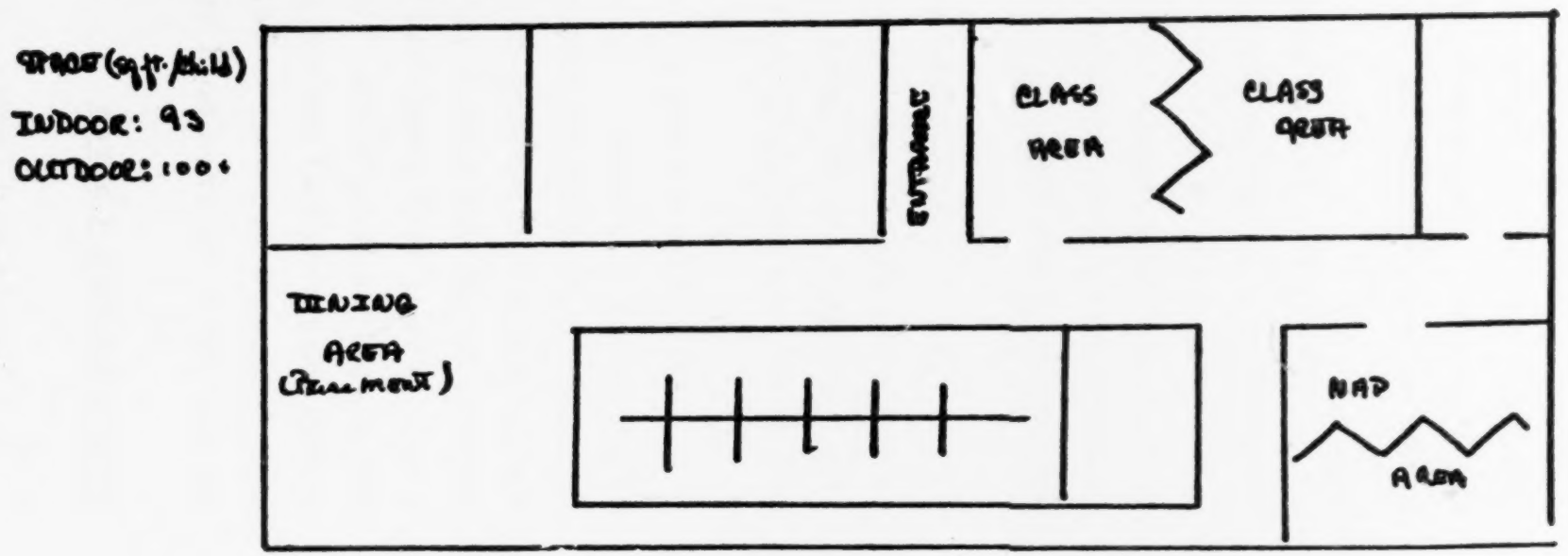
JASPER DAY CARE CENTER
APPROXIMATE FLOOR PLAN

PRESBYTERIAN CHURCH - 1ST FLOOR

(---- Basement)



CHRISTIAN CHURCH



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quite new. CDCC uses only the first floor and basement of this building. The first floor is the hub of CDCC activity. It has two rooms for pre-school children, one room for school-age children and one room for toddlers. There is a separate nap area for school-age and pre-school children, and sick children can be isolated in one of the spare rooms in the basement. There is no formal office space. The "office" is a desk in the hallway outside the classrooms.

There is a large, fully equipped central kitchen in the basement where food is prepared for both centers. A large hall near the kitchen is used for a dining area for pre-school and school-age children. Toddlers eat in their classrooms. One end of the large sleeping room below the classrooms is partitioned off for the staff lounge. Parents use the church library for meetings.

There is an outdoor play area next to the school and a large public park across the street which the children are free to use. In the play area they have jungle gyms, sandboxes, combination playhouse slides, two plastic swimming pools for warm weather, tricycles and scooters.

All of the rooms are well-equipped. The toddler room contains cribs, cots, a playpen, small tables and chairs, a diaper-changing table and many shelves with toys and games. There is a large rug in the middle of the floor, a cabinet with child-sized coat hooks and a bulletin board with lots of pictures. The rooms for older children have a play corner with small kitchen equipment, little tables and chairs, and small shelves with books. blocks, puzzles, games and art supplies all within easy reach of the children. Brightly colored rugs cover the floors and children's art work covers the bulletin boards. The two classrooms for the older children both have pianos and one room has a television set.

<u>First Christian Church</u>

The second center, opened in the spring of 1970, is in the First Christian Church. Enrollment here is 21 pre-schoolers (3 - 6 years).

It has one large classroom with a child-sized bathroom next door, as well as two separate large bathrooms. There is a separate room for sleeping equipped with small cots and a large dining room in the basement with child-sized tables and chairs.

The large classroom has several small sinks and a playhouse corner with small kitchen equipment, small shelves, tables and chairs, and a bulletin board. The room also has a movable partition in the center which is used when dividing older and younger children for activities. Outside is a cemented play area with a sandbox, playhouse, tricycles, scooters, and wagons. There is a school campus across the street from the church which is used by CDCC for outdoor play.

The CDCC provides the only major day care facilities in Wyoming's second largest city (49,000). Casper, like Denver 260 miles south, is a mile high. It sits in the middle of the Great Plains section of the state, the hub of Wyoming's largest industry -- petroleum production. The city's three refineries are the largest local employers. According to an Employment Security Commission report in July of 1970, they provided jobs for 23% of the areas 20,000 man labor force (down 9% from June of 1969).

In November 1970, a great deal of concern was expressed, particularly by CDCC mothers, about the future and what it might hold. The distinct impression was gained that personal and public resources of every kind were being stretched to the limit. Perhaps it was only imagination, but there seemed to be a gloom over the city deeper than the pall cast by the refinery smoke.

From mothers' reports it would seem that CDCC is a bright spot in their lives, relieving some of the burden (see parent comments at the end of the study).

It was the observers' opinion that CDCC is at a critical juncture in its history and that there are extremely important divisions, along several dimensions, that must be made in the near future.

1) The Board of Trustees of CDCC is an immense asset, but in its present organizational form also a potential liability for the future development and growth of the center. The board strengths come from the committment of its members to the purposes of the center and the actual work they put in in helping the center run. But its 22 man membership makes it unwieldy. The board's committees tend to make operational decisions normally delegated to a director, and fail to confine themselves to policy making, fund raising, and public relations. The lack of parent participation on the board is also a potentially serious problem. The center exists essentially to serve working mothers by caring for their children. Those mothers should have the opportunity to participate in making decisions which affect their children.

2) The continuing use of donated church facilities may become a detriment to growth and on-going operations. While Sunday School rooms are physically adequate, the continuing demand to return the facility to weekend readiness reminds the staff that they are guests in someone else's house. As an observer remarked, "trying to get along in someone else's buildings appears to be like treading on eggs-- must be rather hard going some days." If the center continues to grow to meet demand, the facility issues will force reappraisal of adding more similar locations.

3) The final and most significant dimension is what can be termed "spread scarce resources too far." While it cannot be proven, there was agreement among the observers that there are too many elements, which if removed, could bring down the entire organization.

Among these:

--no financial reserves and few prospects for new monies

--dependency on volunteers

--dependency on N. Y. C.

--dependency on donated facilities that have other regular uses

--understaffing in both teaching and administrative area

Since all these scarce resources must be pushed and juggled, it makes the director's energy the most critical element of all.

In November 1970, Casper Day Care Center faced a challenging, perhaps slightly uncertain future. But if Helen Dawson has anything to do with it, and she will, that future also holds promise.

NOTABLE ELEMENTS

Handicapped Program

Before the center was opened the director recognized the need for emotionally disturbed and mentally or physically handicapped children to have the stimulation of daily association with normal children their own age. After much discussion, the CDCC Board of Directors agreed on a ratio of one disturbed child for every five normal children.

Referrals to the center are made by the Casper Association for Retarded Children, the Welfare Department, and the Public Health Department. The director interviews all applicants and accepts families according to the greatest needs. Parents pay according to their ability, and some are attending the center without charge. The Casper Association for Retarded Children contributes $100 a month to help meet expenses. Children in need of additional help are also referred by the center to the Association.

The program is geared to meet the needs of these exceptional children. Staff members attend special workshops to learn about and practice speech therapy, behavior and muscular exercise with the children. This training is provided by the Mental Health and Retardation Department of Public Health and Social Services and the American Association of Mental Deficiencies. They also work with staff from the John F. Kennedy Clinic in Denver, the Kephart Clinic in Fort Collins and the Casper Association for Retarded Children.

Activities are generally the same for all of the children with the exception of special needs such as speech therapy and special attention at meal time. At the present time there are four children enrolled in the program with emotional disturbances and six children are mentally retarded, one of whom is deaf.

The center has extended the service to include the staff. Two fulltime women working as special aides are also handicapped. One is deaf and the other is slightly retarded. Interviews with parents indicated that all were pleased with the program. It requires extra work on the part of the director and her staff, but the benefits to children, staff and parents were evident.

One small girl was observed trying very hard to get one of the mentally retarded boys to talk without shaking his hands. She even carried her concern home to her mother, who is a nurse. She asked her mother to please come to school and help her get Ken to talk.

Volunteers

The use of volunteers in the Casper Day Care Center began as a necessity because of the need for staff on a very limited budget. The program has now become an essential part of the child care operation, with 38 regular volunteers and a part-time volunteer coordinator.

There are two main categories of volunteers; Neighborhood Youth Corps workers and community workers. The N. Y. C. workers are primarily the responsibility of the director. At the time of our observations there were 13 N. Y. C. workers in the two centers; Presbyterian had 4 full-time and 4 part-time aides and the Christian Church had 2 full-time and 2 part-time aides. The remaining girl works part-time as the assistant cook.

The N. Y. C. workers are recruited by the local N. Y. C. Director for the N. Y. C. Program and the day care center. They are usually young girls with no teaching experience who have personal problems of their own. They are given several days' training by center staff, along with the other aides, before they begin the program. They are shown filmstrips, given lectures and supervised observation in the classrooms. They also participate in a continual in-service training program for about three hours a week. The girls receive counseling and assistance from the center director, staff and volunteers, as well as from the staff of the State Employment Security Commission.

This program has caused some problems. The workers often interact with the children in an authoritarian manner which the directors and staff try to discourage. The director feels a need for more supervision and direction for these girls by an additional, experienced staff person.

The second category of volunteers are the community workers. This group includes 2 college students in a work study program, 3 library workers, and a core of 19 community women, drawn from church and service groups, who are trained in the use of the Peabody Language Kit.

The volunteer service is coordinated by Mary Jean Gossen, a former first grade teacher. Her involvement in community activities makes it possible for her to match needs with available talents, thus fulfilling a sense of satisfaction for the volunteer and a need for the center and the children. She is presently using people in the arts and crafts, music, speech therapy and physical fitness. The speech therapists work on an individual need basis as often as necessary. The others come in one morning a week working with the children through the Peabody Language Program. These volunteers are trained for nine hours in special seminars on the administration of this program. A "Book Worm" comes once a week from the Public Library to read to the kids. A volunteer bookkeeper spends about 4 hours a week on center business and a public health nurse spends 4 hours a month with the children.

The coordinator is presently planning to increase the inter-relation between the community and N.Y.C. workers. She is planning to have regular meetings of all volunteers, with additional training in the field of child development, as well as in the policies and programs of the center. A key element in maintaining the program, however, is flexibility.

While volunteers are not always reliable and do not fully meet expectations of more experienced and trained staff, they are adequately meeting an essential need without which the center could not operate.

It was the general feeling of the observation team that the Casper Day Care Center was providing a much needed service for disturbed and handicapped children, to the benefit of all the children and their parents, while at the same time easing an extreme financial burden through the effective and efficient use of volunteers in providing adequate child care services.

BACKGROUND INFORMATION

History

In 1965 a number of community church groups began studying the needs of the Casper community. All of the groups concluded that one of the greatest community needs was for a day care center. A committee was formed consisting of members from these church groups, as well as other interested community people, and two years later the Casper Day Care Center was opened. The center was primarily designed to serve one-parent families, particularly unmarried, separated or divorced mothers who must work to support their children, and to upgrade the existing day care services.

The main problems encountered during the two year planning period were: 1) getting sufficient funds and volunteer workers, 2) recruiting specific clients, and 3) obtaining equipment. There were no difficulties recruiting and hiring staff, or obtaining licenses, but both procedures took a good deal of time.

The Presbyterian Church, and later the Christian Church, agreed to provide facilities for the center. A lawyer drew up the incorporation papers, and they were approved by the Secretary of State. Funds were finally secured through fees, community and private donations and in August, 1967, the center opened.

Community

The center serves the city of Casper, Wyoming and its environs, with a total population of about 49,000. The area is approximately 90% Anglo, 5% Chicano and 5% Black. The center is located in the middle of town, and there are no public bus, subway or train services.

Oil is the major industry of the area, and oil companies such as American, Texaco and Little America are the major employers. Data Control is one of the major employers of area women. Employment increases during the summer months with seasonal agricultural work. Non-agricultural work in Natrona County, in which Casper is located, was estimated at 19,700 for July 1970, a decline of 600 from June and 1,000 from last year. Thus, unemployment is becoming one of the major problems facing the community at this time.

Other day care services available in Casper include a private, profit-making organization and private homes. As a result of the Casper Day Care Center's activities the private center was forced to upgrade its services and change ownership, and another center was closed. Private baby-sitters must now be licensed. The available day care services do not meet the community's needs, however, especially for infant care. It is estimated that 5,000 families have some need for day care which is not presently being met.

Parents

The program is designed primarily for children of working mothers who are the sole support of the family, or for families in which the father is in the home, but able to give only minimal support; hence, the mother must work to supplement the income. The program also accepts some physically and mentally handicapped pre-school children, who make up most of the complete families.

The majority of the center parents are Anglo, with only 12% being Black, Chicano or Oriental. Most of the families have incomes under $4,000 per year and almost all have incomes below $7,000 per year.

Income Level	Percentage
Under $1,000	6%
$1,000 - 2,000	6%
$2,000 - 3,000	23%
$3,000 - 4,000	23%
$4,000 - 5,000	13%
$5,000 - 7,000	20%
$7,000 - 10,000	3%
$10,000 - 15,000	6%

The majority of mothers have finished high school and some have had further training or college work. All mothers, except for four mothers of handicapped children, are employed full-time. Many of them can obtain only low paying jobs, however, because of their lack of education and training. The average number of children in a center family is three and more families would use infant care facilities if they were available.

Ethnic distributions of staff and children, as well as family composition statistics, are included in the At A Glance chart at the front of this study.

BASIC PROGRAM

Education

The education program is oriented toward helping the child develop physically, mentally, emotionally and socially. The center tries to integrate educational and social-emotional development in its program activities but stresses social-emotional development. The center believes that getting along with people is basic to a healthy outlook, and that children who are unhappy in their social relationships do not learn well. Most of the children come from single parent families in which the mother may not have the time or motivation to give enough love or emotional support so the center tries to fill this gap.

Social-emotional development is also stressed because of the nature of the staff. The staff is not well-trained in many areas, but they can provide love, warmth and encouragement to the children. The goals of the social-emotional program are to encourage the children to get along with their peers, to become self-reliant, and to gain a positive self-image. The main educational goals in the program is language development.

In the largest center, the children are divided among four classrooms. The toddlers are in one classroom and the three-year-olds and most of the handicapped children are in another room, grouped both by age and mental capacity. The four and younger five-year-olds and two handicapped children are in the third classroom, and the older five-year-olds or kindergarten children are in the fourth classroom. They are with the school age children, but have different teachers. In the second center the children range in age from two and a half to five years and are all together in one classroom.

These groupings are not rigid; children help to choose their own classrooms by trying different ones and seeing where they are most comfortable. Children are generally free to go to other classrooms and participate in a variety of activities.

Only three classrooms have regular head teachers at the present time: the toddler room and the three-year-old room at the first center, and the main room at the second center. These head teachers are in charge of the children and activities in their rooms. Classroom aides assist in these classes, and one is in charge of the four- and five-year-old room and the kindergarten and school-age room. The director and assistant directors supervise the activities in all of the classes and help with special activities such as topic conversations, work on self-image and educational programs.

All staff members are encouraged to give love, warmth and praise to the children. Staff members hug the children, and the general atmosphere is one of warmth and friendliness. Children seemed to get quite a lot of individual attention and instruction.

Toddler social-emotional development activities include the encouragement of self-reliance through self-feeding and toilet training; the development of a positive self-image through praise and encouragement and mirror games; and the encouragement of good peer relations through sharing and group games. Pre-school children are encouraged to dress, undress, wash and feed themselves and to help clean up after activities. Dress-up materials and dramatic opportunities are provided for pre-school children, and they are encouraged to share and play together.

The director spends time with each child, talking to him, calling him by name and admiring him in the mirror. She praises and encourages him and tells him stories because she feels that self-image development is very important.

Within the education area language development is stressed most heavily. Toddlers are read stories, taught songs and rhymes, and are talked to by adults. Adults try to expand what the child says. The toddler room has a say-and-tell screen, and a small filmstrip machine which children can use. The head teacher is bilingual, so that the few Spanish-speaking toddlers can be helped with their language.

Pre-school children are given the Peabody Language Development Program daily during the school year. Sesame Street is turned on twice daily for any children who want to watch it. Staff members also teach the children songs and poems, read stories, play word games, encourage dramatization, and help the children to communicate. Individual tutoring is provided for children with language problems.

The center provides toys and activities for fostering sensorimotor, perceptual, logical and conceptual development for both age groups. These include puzzles, peg boards, building blocks, Peabody chips, Lincoln logs, tinker toys, paper dolls, gradation pegs, seriation and gradation toys, etc. It also provides art materials and encourages art activity. Music is enjoyed with records, dancing and instruments, and someone comes once a week to play the piano and sing with the children. Field trips include going to the parks, farms, the wildlife museum, the library, the candy store, etc.

The school-age program provides tutoring in math and reading, music, dancing, art activities, story reading and many field trips and free play. School-age children are allowed to help and to play with younger children. A daily schedule for toddlers, pre-schoolers and school-age children is included in the Appendix to this study.

Food

The center serves a hot lunch and two snacks a day and tries to provide as much food rich in protein and nutritional value as possible.

The morning snack consists of juice or hot chocolate and cookies, crackers or fruit. Lunches generally include a meat dish, potatoes, vegetables or salad, bread and butter, milk and dessert. The afternoon snack consists of juice or a hot drink and cereal, fruit or ice cream. A sample menu is found in the Appendix.

The center tries to serve different ethnic foods such as chili and spagetti so that the childrer get acquainted with different types of food. They try to serve the foods the children like best but also encourage them to try new things. Staff members watch the children at mealtime, and the food is served to them according to schedule.

Mothers are encouraged to look at posted menus in order to provide a variety of foods for their children at night. Effects of the nutrition program are evaluated by height and weight charts, medical examinations and general appearance of the children. A full-time buyer-nutritionist purchases all of the food and plans the menus, along with the cook and her assistant who prepare and serve the food.

The center seems to be successful in its attempts to provide nutritious, well-balanced, appetizing meals, although it does not have enough money to provide as much protein as it would like to.

Health

A nurse spends one day a month in the center giving each child a physical examination and a vision test twice a year. She is also available on a consulting basis for health problems and emergency care. She and the directors follow up on special needs of any children. She gives inoculations to the approximately fifteen welfare children in the center. Since Casper is in the streptococci belt, strep tests are performed weekly on all the children, and the infected children are treated.

When a child becomes sick in the center, his mother is called. If she is unable to pick him up, a relative or neighborh must do so. If a child is only slightly ill and his illness is not contagious, he is cared for in the center; otherwise, the parent must make arrangements to care for him at home. If a child needs to take medicine after an illness, the center takes responsibility for administering it.

Parent Involvement

In general, parent involvement in the program is minimal. There is one parent representative on the governing board, a number which staff and board members are presently trying to increase. Parents do not generally work in the center as volunteers, and there are no parent groups. Staff feel that parents have been too busy for much involvement in the program, but they would like to increase parent participation.

Staff members and the director usually talk with the parents about the children when they are brought to and picked up from the center. Parents are encouraged to express their concerns about their children and to suggest changes in the program. Parents seemed pleased with the program and felt that their concerns and suggestions were taken into consideration. There is no parent education program, but they hope to begin one this year in the area of child care.

Transportation

The center does not provide, sponsor or supervise transportation. Most parents drive their own children to the center. Parents of three handicapped children who live in a suburb about five miles from the center pay one of the mothers to drive the children daily. The director does not think that transportation is a problem for any of the families presently involved in the center, but feels that many families from a poverty area, North Casper, do not use the center because of transportation difficulties.

Social Services

The center staff, primarily the director and assistant directors, provide some direct social services, as well as referring families to the available services in the community in order to help them solve their problems. The greatest problem of this program is the lack of time available for counseling and follow through on the parents' social needs.

Those services most frequently provided by the staff are job counseling, family and marriage counseling, home management and child care programs, and clothing collection and distribution. Those services most commonly referred to by the center are child care counseling, child medical services and clothing distribution. Referrals for handicapped children is covered in the Notable Elements section.

Other services available in the community include child health services, a mental health clinic and a visiting nurse service. The center refers families to these, especially to the child health service and the visiting nurses. Available welfare and employment services include a Department of Welfare office, and Employment Security Services, a New Careers office and a Neighborhood Youth Corps office. The center refers some parents to the Department of Welfare and is in constant contact with the Neighborhood Youth Corps office because of the Youth Corps workers in the center.

Community rehabilitation services include vocational rehabilitation, sheltered employment and Easter Seal Society Services, to which the center has referred several families. Casper has both a Legal Aid Center, to which the center refers about five families a year, and an Office of Small Business Administration. Social work services are available through mental health clinics, churches and private agencies such as the Red Cross, United Fund, Salvation Army, Neighborhood Centers and Catholic Charities. The center has referred approximately sixteen families per year to these services.

Community Organization

The center is represented on the Chamber of Commerce Priorities Committee and the Can Do Program, both community programs oriented toward solving community problems. The center itself is actually a community organized and supported project. The center attempts to make the community aware of the need for day care and has been influential in upgrading the current day care services. The center has established good relations with the Welfare Department and the schools, but has had no backing from the business community.

ORGANIZATION

Policymaking

The primary policymaking body is the Board of Directors of the Casper Day Care Center corporation. It consists of twenty-two voting members and three non-voting members (the director and two assistant directors).

The rest of the board is composed of one parent representative and such community people as the school principal, a kindergarten supervisor, the Head Start director, a Welfare Department child consultant, a mental health counselor, an assistant minister and the Neighborhood Youth Corps director.

The board members are chosen for one, two or three year terms, through election by the present board members. They are divided into seven committees, each of which is responsible for a certain area of the center's operation including: 1) finance--fund-raising, budgeting and accounting; 2) personnel--staff hiring; 3) admissions--developing admission policies; 4) program--formulating overall program goals; 5) equipment--gathering and purchasing equipment; 6) legal procedures--handling all legal matters including the by-laws, constitution and legal problems such as parent disagreements over children; and 7) the Executive Committee which coordinates the work of all of the other committees.

These committees work with the rest of the staff to administer specific programs as follows:

> Planning--The governing board, particularly the Program Committee, has final control of program planning, with suggestions made by directors, teachers and parents.

Budgeting--The Finance Committee is responsible for developing the operating budget, with final approval by the governing board.

Staffing--The Personnel Committee is responsible for making staff hiring and firing recommendations to the board, usually acting upon the recommendations of the director and assistant directors. The director is solely responsible for the Neighborhood Youth Corps workers.

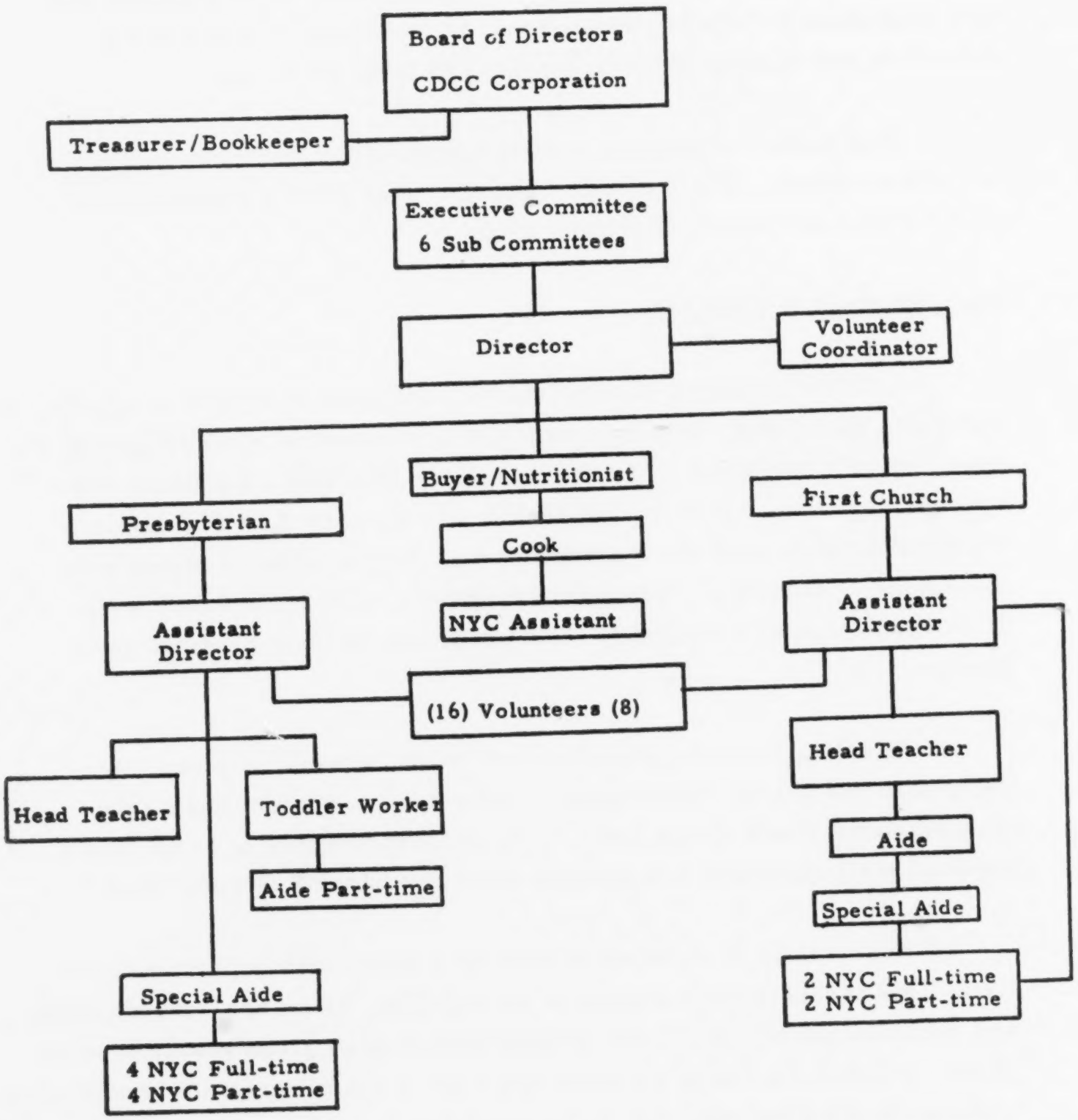
Operations--The director and the teachers are in charge of daily program scheduling, curriculum and activities. Parents are encouraged to make suggestions in these areas, and they do occasionally suggest changes, such as the school-age children being allowed to go to swimming classes from the center.

The policymaking process in this center seems to be efficient and well-coordinated, but control is much more in the hands of community members than parents. Staff members hope to get more parents on the board this year.

Staff Organization

The director is in charge of running the entire program. She supervises the assistant directors at each of the centers, as well as supervising and counseling the Neighborhood Youth Corps workers and other volunteers; interviewing and selecting center families; counseling parents; participating in the educational and social-emotional child programs at both centers; and arranging special workshops for staff members. Each assistant director is in charge of the program at one of the two centers. The assistant directors teach as well as supervise other staff members at their centers and are responsible for keeping all of the center records.

CASPER DAY CARE CENTER
ORGANIZATION CHART



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The three head teachers work with certain groups of children; one with the toddlers, one with the three-year-olds, and one with all of the children in the second center. The classroom aides, including Neighborhood Youth Corps workers, college work-study students and two handicapped women, are assigned to classrooms to assist the directors and head teachers in working with the children.

The buyer-nutritionist purchases all of the center's supplies and plans menus. The cook and assistant cook (also a Neighborhood Youth Corps worker) prepare the food.

Staff Meetings and Records

Formal meetings of the director, assistant director, teachers and aides take place every two weeks at both centers, usually during the children's nap time. At these meetings children's problems and changes in policy, rules or curriculum are discussed. The director meets informally with the nutritionist and cook to discuss menus and the buying of supplies. Other staff members meet individually with director as needed concerning child problems or their personal problems.

The director evaluates the staff in an informal way and makes reports to the board. She makes regular formal evaluations on the Neighborhood Youth Corps staff. Generally the degree of cooperation between staff members and between staff and parents is quite good.

Every child is rated each year on a performance profile checklist. This includes such measures as stability, self-care, coordination and communication. A "Draw-A-Man" test is also given yearly to each child. Careful anecdotal accounts are kept of the progress of handicapped children in the program, but there generally isn't time to keep these records for other children.

The Peabody Language Development Test is given three times a year to all children over three years of age to assess reading readiness and language development and the Denver Development Screening Test is given to children with special learning problems. Psychiatric diagnostic data is kept for children with special problems who have been referred to other agencies. The progress of children after they leave the center is followed up by talking to the children's kindergarten teachers.

Staff Selection and Training

The day care staff is made up of community people who love children and have had experience working with them. None of the regular staff has had formal training in early childhood education, and only one has a B. A. degree. The directors have attended many relevant

Because of lack of funds the program is restricted in having highly qualified staff as well as developing more in-depth training programs. The center relies heavily on Neighborhood Youth Corps workers as classroom aides. The director spends a lot of her time counseling them. Classroom aides also include two college work-study students who generally work well with the children, and two handicapped women. All provide useful assistance to the teachers.

Teachers' aides are trained for several days before they begin work in the program. They are shown filmstrips on health, child care and child development, given lectures by the director, assistant directors and the public health nurse, and are given an opportunity to observe in the center. Teachers' aides continue with in-service training three hours per week, seeing filmstrips and receiving informal supervision by the director and a previously trained aide. Peabody Language volunteers are trained for nine hours in special seminars on the administration of the Peabody Language Program. Training for work with

handicapped children is discussed in the Notable Elements section of this study.

These training programs allow the center to hire about fifteen people per year as aides whom they could not otherwise hire. The director feels, however, that there is a need for more experienced people to train and supervise the Neighborhood Youth Corps staff and that the entire training program needs to be strengthened.

The recruitment and training program have enabled staff to advance their careers in child care. The center's buyer-nutritionist started as a volunteer, then was hired part-time and now is working full-time. The toddlers' supervisor started as a Neighborhood Youth Corps worker. One assistant director started as a volunteer, became a child worker, and then was promoted to assistant director. Staff are also encouraged to continue their education at all levels, high school, undergraduate and graduate.

CASPER DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position) *
Total Staff (52 - 18.4 full-time equiv.)	745	523
Paid Staff (12 - 9.3 full-time equiv.)	372	218
In-Kind Staff (40 - 9.1 full-time equiv.)	373	305
Core Paid Staff (3)	108	12
EXECUTIVE DIRECTOR	48	7
BUYER - NUTRITIONIST	30	2
COOK	30	3
Volunteers (4)	39	4
NURSE	1	1
BOOKKEEPER	5	-
VOLUNTEER COORDINATOR	3	-
ASSISTANT COOK - N. Y. C.	30	3
Presbyterian Paid Staff (5)	134	94
ASSISTANT DIRECTOR	44	13
HEAD TEACHER	30	27
INFANT CARE WORKER	35	31
INFANT AIDE	15	14
SPECIAL AIDE	10	9

*Estimated

OVERALL PAID STAFF PROFILE

Education:

B. A.	1
College Experience	6
Junior High School	1
6th Grade or Below	1

Sex:

Male	1	(College Work Study)
Female	8	

Ethnicity:

Anglo	8
Chicano	1

Parents of Project Children: 0

CASPER DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position) *
Volunteers (26)	238	215
N. Y. C. (4)	128(32)	112(28)
N. Y. C. (1)	18	16
N. Y. C. (3)	30(10)	27(9)
College Work Study (2)	30(15)	28(14)
Volunteers (14)	28(2)	28(2)
Library Readers (2)	4(2)	4(2)
Christian Paid Staff (4)	130	112
ASSISTANT DIRECTOR	44	36
HEAD TEACHER	40	36
AIDE	36	31
SPECIAL AIDE	10	9
Volunteers (10)	96	86
N. Y. C (2)	64(32)	56(28)
N. Y. C (2)	20(10)	18(9)
Volunteers (5)	10(2)	10(2)
Library Volunteer	2	2

*Estimated

OVERALL PAID STAFF PROFILE

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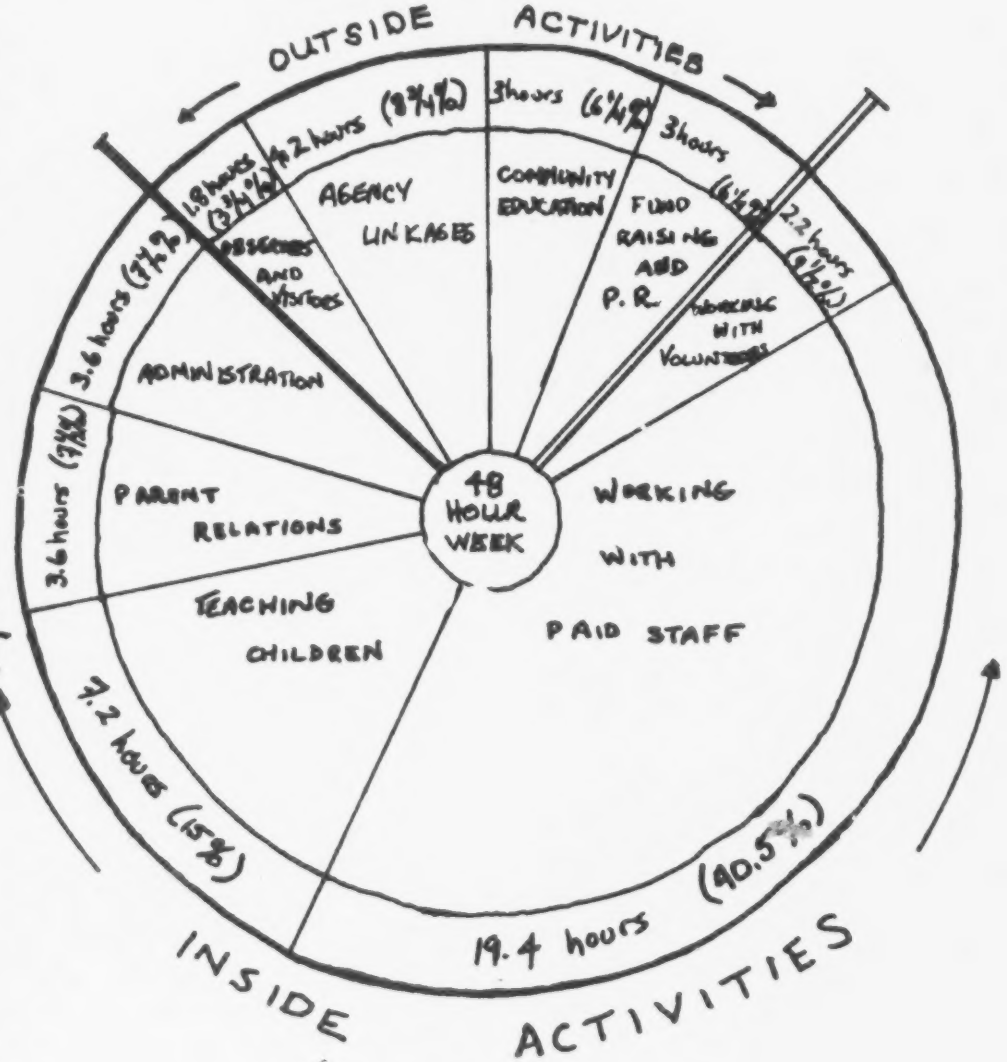
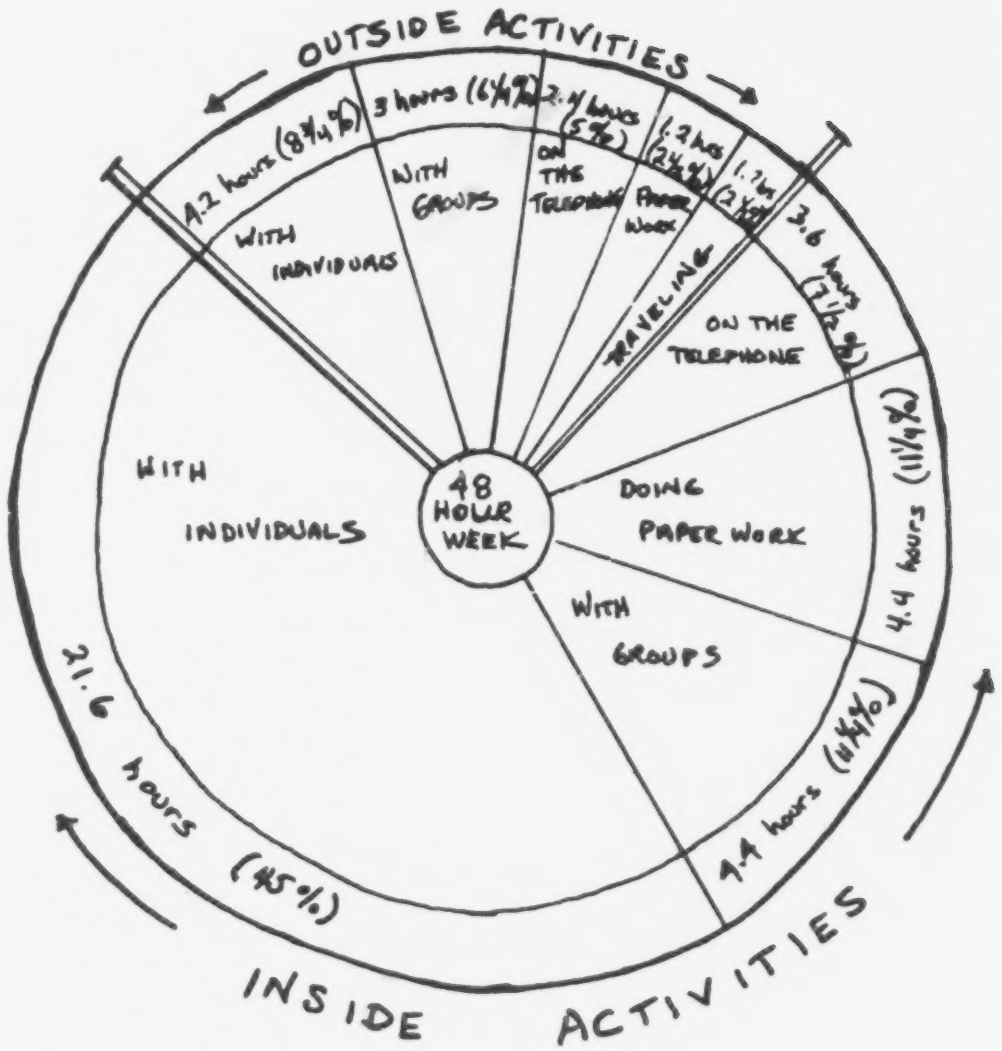
This is the way Casper Day Care Center's Program Director spends his time:

This is what he spends it on:



And this is how he spends it:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

CASPER ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	85%	$ 94,500	$1,227	$ .53	82% of $'s
Varying Core	1%	1,200	16	.01	80% of In-Kind
Occupancy	14%	15,000	195	.08	81% of Total ($ + In-Kind)
TOTALS	100%	$110,700	$1,438	$ .62	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS				
	A. Child Care and Teaching	48%	$ 53,000	$21,100	$31,900
	B. Administration	24%	26,600	17,600	9,000
	C. Feeding	13%	14,900	12,700	2,200
	II. VARYING CORE COSTS				
	D. Health	1%	1,200	-	1,200
	E. Transportation	-	-	-	-
	III. OCCUPANCY COSTS	14%	15,000	1,100	13,900
	TOTALS	100%	$110,700 (100%)	$52,500 (47%)	$58,200 (53%)

IN CONCLUSION

It seems reasonable to let parents speak about the impacts the Casper Day Care Center has made on their children and their family lives and to let staff speak for themselves:

What parents like for their children:

> "I'm a very choosy mother who would rather stay home with my children, but since I can't I'm so happy and grateful that there is a place like this where I know he is getting the very best care possible. I wouldn't have him anywhere else." "I never doubt they'd know what to do in an emergency." "I like him the way he is happy, gay, carefree." "I like the staff's ability to be able to sit down and work with him." "He seems to be happier, I don't have to get after him as much. He is more content when he comes home." "It has made our time together more valuable and more relaxing." "I don't have to worry about his eating habits anymore." "I think it's great for the other children to see the disabled children as long as it doesn't slow the others down. Kevin is learning to accept differences. It's a good experience for him."
>
> "Once Mrs. Dawson brought him home when I had an emergency at home." "Whenever I have needed them, the staff has always been right there." "They give him all the help he needs on his first grade school work." "They tell him when he's good." "He doesn't have any complaints, and he enjoys coming here. He learns a lot -- has lots of things to do and someone always ready to help him." "I don't have to worry about him when I'm working." "Because I have more time away from him, the time I spend with him is better. He feels more important and has more things to talk about." "Now he doesn't feel quite so left out of our family life." "Mrs. Dawson has contacted Big Brother Program for me." "He wants to say a prayer every night because he was the leader at school." "I think the Peabody is fine, and I don't see anything wrong with having handicapped children with him. He just accepts the handicapped."
>
> "It's hard for him to tell me things, but he shows me his drawings and I've watched them play games at parties. He really thinks that's something." "To him this is

school and home is home. One thing that is especially nice whenever there are special events like parades they always take the children. Jeff loves it." "It's just right for me. My hours are 8:00 - 4:00, but they will keep him if I have to work overtime." "The main thing I like about the center is that he is treated normal, is never teased." "I have enough faith in the center people to be sure they handle everything well." "I think they are good teachers because of the change in Jeff in the time he has been here." "He shares his experiences with me as much as possible. Since I don't have him with me all day, it's easier for me to work with him." "I used to be on my other children not to talk for Jeff. Now he does it for himself and they're happier. They used to be over protective -- now they let him work things out for himself." "If the center closed, I'd have to give up my job because I couldn't let him stay anywhere else." "He could have gone to public school in a special program, but we feel he is learning and growing more here and he is happy. We were told by the doctor who evaluated him that while he was not ready for kindergarten he could go to the special school, but he also said that Jeff was getting just as much or more here."

"At age ten he'll be hell on wheels." "Teachers are trying to train the children so they will be able to accept the world and the world will be able to accept them."

"They're doing a wonderful job, more than just baby-sitting." "Don't know what they could offer that is not already there." "In an emergency I think they would call his grandfather. They have the doctors name." "His teachers are patient and have confidence." "She has very good manners now and good social adjustment."

"I don't know how they punish my kid for bad behavior." "They are good teachers. She seems to have learned, someone has put in a lot of patient time in guiding and directing her." "The thing I like best about the program is her association with other children under constant supervision." "She takes orders better." "The center has changed our mother-daughter relationship, for the better." "I approve of the handicap program 100%. Children are cruel and have to learn compassion. They must be taught to face things as they are."

"Mrs. Dawson is contagious, it's great." "I was made to feel welcome and comfortable at the very first and even in a quick observation saw needs of children being met." "My two children are getting the discipline and attention they need."

"They come in by themselves." "She is shy and withdrawn, and the day care center has done much for this." "They are very perceptive to the child's needs." "I am especially pleased that my son can eat lunch here and come after school." "Teachers really care about the children. They are strict, but gentle." "It's easier to communicate with them." "He says his prayers and eats better." "He likes the Peabody kit and loves story time." "They reward him with pins and treats." "Instead of a story at bedtime he talks with me about school." "He is given a tag when he is good and this encourages him." "I hope they punish him for bad behavior." "I think they're good teachers because of the way she talks about them." "He eats better."

"He loved Cindy until she spanked him." "The teachers take special care with all of the children." "I like the individual care of each child's problems." "Sometimes he doesn't eat too well because of the snacks."

What parents say about the center:

"When I first called the center, they had a waiting list but they explained the program, and it sounded great so I hired a sitter until they called me." "I think it would be interesting to have parent-teacher type meetings." "I think most of them are good -- some have been lazy." "I'd have to pay more anywhere else." "I don't know about the Peabody because he doesn't talk about it at home."

"When I drop him off here, I don't worry about him and that's a nice feeling." "I think it would be a good idea to have some mothers on the board." "It might be a good idea to set up more formal procedures for meetings, conferences, etc. especially if the program grows." "The staff definitely acts on the concerns I have." "I would like him to have more activities to expend his energies on and more older children accepted. Feel need for more facilities for older children especially my own." "If my child were not in the day care center, my income would decrease by 10%."

"It's a marvelous place." "I think it's run just fine, the way it is without parents being involved, but if they needed me I'd be glad to help." "I have a lot more patience with him now."

"I'm sure if I made a suggestion it would be considered by the board." "I wish it were available on Saturdays." "I know that the children are well taken care of. I need the peace of mind this affords." "They are kind towards their mother now." "I have met several of the mothers and three or four are singles."

"They need different admission policies." "I don't see how parents could be involved in policy decisions." "It would be good to have it open Saturday and evenings."

"I would make suggestions if they were necessary and am sure they would be accepted." "The director always informs parents and consults before changes are made." "Sometimes I work later than normal, and the center covers this situation." "My daughter worked here, and she loved it." "We used to have evening meetings. That helped, but I wouldn't care to come too often."

What staff has to say:

"A teacher must be one who can create an atmosphere in the classroom not necessarily quiet but tension free, and teacher and children are comfortable. It's important that the children trust in you and can communicate, and you should have a sense of humor." "Pre-schoolers need consistency, love and attention. They need to experiment and help in making things, to feel creative and productive, to gain satisfaction." "I encourage a child to mix with others, to share, to help one another, to be polite and say please and thank you. I discourage fighting over toys, temper tantrums, leaving books, and being aggressive to others for apparently no reason." "When a child behaves badly I usually talk to him about the way he's acting."

"I like the informality of the program best. I don't like watching cartoons at 8 o'clock in the morning, but the children greatly enjoy this." "The children are open creative and curious, I hope they stay that way." "I would like to see parents more involved, but their work generally prevents this." "We don't have formal meetings as such, but there are opportunities during the day for us all to come together and discuss our needs. I think there may be times when we should have staff meetings." "I think the experience I'm gaining is valuable." "We are not set up to meet all of the parents needs." "I like what I'm doing, the children, the people I work with." "The director consults with us on decisions effecting how we deal with the children."

"Training helps only if you're interested and want to improve." "A teacher should be someone who isn't too soft-hearted, but not too strict -- who will not expect too much of the children, but have good balance. Someone who likes to work with children or be around them, who is willing to put in lots of time and give completely of self and what they have." "Children need to feel important." "I think

parents should spend more time coming and seeing what we are doing." "I would still work here if my salary were cut by 50%." "I like being able to give the children proper care and training and attention and affection."

"There just doesn't seem to be time to do everything that needs doing." "I hope that as a result of their day care experience they will be stable, happy people." "We have a wide variety of families, a very good cross section." "I enjoy the flexibility of the job, could not tolerate a routine job. I enjoy the children and also the staff. I think a person finds fulfillment in this type of work." "In the present structure of the program, there is no real room for advancement." "We are not geared to the different age groups."

"Helen is the drive behind the center, not for herself, but mainly because she loves these children. She is very perceptive, compassionate person with a super human job." "I believe this program is trying very hard to work with the whole child, physically, mentally and emotionally." "I don't like sharing facilities, and the lack of adequate staff at times. I believe children, like adults, need a time of day to themselves or at least a time which would simulate a family situations with one or two other children and an adult with them. Lack of space and staff prevents this at present."

"Whenever I am involved with the children, administrative duties such as telephone calls, visits from parents, etc. often call me away from them. This creates a problem for me in that I don't feel I have enough time with the children and when that time is interrupted it tends to spoil it for the child." "Almost more than anything else I hope they will have a curious mind which will lead them to learn on their own." "We like to have positive things to say to the children." "We are tuned into what the parents want." "All of the original people are still with the program." "I really don't think about salary much. It's more important to me to get along with the people I work with. I don't feel bound by hours, and many days I put in more than eight and often I work on Saturday."

"We should consider two parent families, especially where there are money problems and both have to work to keep the family going." "This center gives a lot of children an opportunity that can change their paths. As an example we have one child whose parent thought he was a borderline retarded. He really isn't. He was disturbed because of a home situation. We have been able to work with him, and we see great hope. It's so important to nip these things before they get to the point of no return."

This case study has clearly not attempted to deal in depth with the issues and problems facing Casper Day Care Centers. There are problems as with any human organization. A synopsis of these problems and concerns are presented in Helen Dawson's own words:

Comments by the director:

1. Children's Needs

A good percentage of our children come from broken and disturbed homes. The program curriculum must be based on the needs of these children. We have to find out what their needs are and then go on from there.

My center is also facing the problem of having to turn away children who have outgrown us age-wise and who need after-school and holiday care.

Additional curriculum for our handicapped pre-school retarded and a certified teacher for them would be a great help.

Not only is there pressure on us to take school-age children, but I am also sure we will face the ever-expanding need for services to infants and toddlers as more and more very young mothers have to work to support the child right after birth. Recruiting qualified staff in this area would be an expensive undertaking.

2. Staff Recruitment and Training

Proper staff recruitment is difficult because of lack of sufficient funding to pay qualified people what they are worth. Training has also been thin because of lack of funds. Fortunately, we have kept our personnel for longer periods than I thought we could due to a rather depressed time in our community and a lack of other higher paid positions. But I believe we will face increasing difficulty in retaining our high-quality staff members due to necessarily low wage scale.

3. Parent Involvement

Parent involvement has been on a purely informal basis to date. We are facing the desire (by some parents and some board members) of having more parents on the board. We

face the problem of the working mother giving up more of her parent-child time to take an active role in running the centers. If the need for more day care continues to grow, parent involvement and control of the center caring for their child will be wanted to a greater degree. There will be problems making this transition if this happens.

4. Public Education

Getting our message across to the public has been one of our biggest problems to date. This again is due to running on shoestring financing.

I'm sure that the growing publicity concerning day care in national papers and magazines will cause the general public to take a deeper look into what this community is doing about it. We will be faced with the need to do more and more public relations work.

5. Community Served

We are facing the problem of continuing the policy of admitting only those in the absolute need sector, stipulated by admissions policies, when the city is in need of good child care for pre-schoolers of the general public including the children of public servants such as teachers, nurses, social workers, etc. Also we face the problem of being thought of as 'just baby-sitters' and that some people feel custodial care is just what we should give. Some admission policies have conflicted with general aim of helping children rather than helping parents.

6. Facilities

We are facing the problems involved in coordinating a large, ten hour a day, five days per week program, using the same kitchen and rooms as an active church with a large congregation and expanding programs.

7. Expansion

I'm sure this center will face the problem of continued need for expansion, both in numbers of children we can serve and in serving both the after school children and the very young babies when mothers must work to support them. Will this expansion be in a special facility built to accommodate all the needs of the different age groups and also different economic groups or will it mean more buildings being involved?

Will the expansion take place under the existing board or will other groups become interested? These are questions we will be faced with.

8. Money

Money will continue to be the overriding problem in providing more and better child care facilities as the need arises. We are facing the constant problem now of the need for finances to provide the quality child development program desired by all who work with the young.

Money (or the lack of it) is the core of most of our problems. We have tried to finance from low fees plus community help without the business community being aware of our real needs. Since becoming a member of the United Fund, we are not allowed to have any fund drives of our own so our hands are somewhat tied.

It was the general feeling of the observation team which visited the Casper Day Care Center in November, 1970, that the program does offer quality child care services for toddlers and pre-school children and for physically and emotionally handicapped children. The staff and parents interviewed shared this opinion.

At the basic care level, the program was doing an effective job of providing protection, nutrition, health care, general stimulation of mind and body and tender loving care. Moreover, the centers and the supervising agency are extending benefits to parents, staff and the community at large. Some of these benefits are:

For children: skill teaching in self-reliance; self-image enrichment; communication skills; peer cooperation; health care and nutrition; community awareness; special care for handicapped children;

For staff: in-service support; possibility of advancement through training; opportunity to work with normal and handicapped children;

For parents: freedom to seek work; awareness of adequate care for children; referrals to social service agencies and other community help; counseling services;

For community: continual flow of information about center activities through media and community groups; upgrading of other day care services; volunteer opportunities.

The Casper Day Care Center is an example of child care, being provided under severe financial constraints, by the people of Casper to try and meet the ever increasing needs of their own community.

APPENDIX

The appendix consists of illustrative materials drawn directly from the center. Included are:

Statement of Purpose

Tentative Program

Pace and Sequence of Activities

Admission Policies

Policies of Personnel

Instructions for Day Care Center Aides

Child's Record

Menu

47/48/49

DAY CARE CENTERS

PURPOSE

The primary purpose of Day Care service is the care and protection of children. To protect children by providing part-time care, supervision and guidance when their families are unable to meet their needs without some assistance from the community, and to make it possible for them to have healthy and constructive experiences during the time they require such care. Day Care service should be protective, preventive, and educational.

RESPONSIBILITY

1. Help parent make a plan which meets the needs of the particular child.
2. Support and strengthen the ability of parents to fulfill their parental role.
3. See that children have the conditions and experiences which promote healthy development.
4. Make casework help available as required in carrying out these objectives.

APPROPRIATE FOR

A. Children whose mother works and unable to care for at home.
   1. Sole wage earner.
   2. Marginal income or financial insecurity.
   3. Personal need to work because of emotional problem.

B. Father only parent in the home.
   1. Meets emotional needs of children.

C. Families with illness or other problems.
   1. Mother is ill,
   2. Mother has to care for another member of family.
   3. Mother overburdened with large family.

D. Children with physical or mental handicaps, behavior problems or emotional problems-- can aid in maintaining family life.

Tentative Program for Day Care Center

This program has been planned with the pre-school child in mind. A full day program of varied activities with the developmental characteristics of this age group considered. A physical check of all children will be made upon their arrival in the morning. Sick children will be excluded. Indoor play, creative activities, quiet times, story times, music activities, and listening are all included in the program to be carried out in the nursery. Outdoor games and play equipment are also scheduled. The park across the street will be utilized for this. This of course will be supervised at all times.

Snacks will be given to break both the morning and afternoon. There will be a short rest period in the morning and a regular nap period in the afternoon for those needing and wanting to sleep. These will be flexible periods set by the children's needs.

This nursery is a place for the children to grow socially. He or she will be making new friends and learning to communicate. He will be learning good health habits as he and all his new friends wash up for snacks and lunch and after using the bathroom. Other cleanliness and good health habits will be informally learned as he goes through his playtime learning. These children must be accepted as they are and not judged. They must be helped to grow in all areas from where they are as individuals.

It is hoped that a T. V. will be part of the equipment. It is felt that the day is a long one for these little people away from home and that a quiet time at the four o'clock hour when the kiddie programs are on would bring in a home-like feeling.

The program committee recommends that a two week vacation period be taken at the time the church's own summer program is functioning and that the parents find substitute care for their children at that time. The tentative summer school schedule should be set up by the church ahead of registration time for the Day Care Center so the parents can be informed of this at registration time.

The program committee also recommends that a workshop be held to orient all people who will be involved in the daily running of the center. The director of the center should be in charge of it. Resource people should be used. Knowledgeable people in the fields of art, music, child development, health would be very valuable in making this workshop a meaningful, useful tool. The center could be more confidently run right from the start if this workshop is accomplished.

TENTATIVE DAILY SCHEDULE (flexible)

Arrival time	7:30 (might be earlier)
Physical check	8:00 - 8:30
Conversation time	8:30 - 9:00 (Director and Children)
Snack time	9:00
Free play	9:30 - 10:00
Rest time	10:00 - 10:30
Activity time	10:30 - 11:45
Ready for lunch	11:15 - 11:30
Eat lunch	11:30
Free play	12:00 - 12:45
Nap time	12:45 (very flexible)
Interest groups	As each child awakens
Outside activities	After all naps are completed
Snack time	3:30
Games, learning to listen, or T. V.	4:00
Clean up time, get ready to leave	5:00

Pace and Sequence of Activities

The activity schedule is flexible.

PRESCHOOL:

7:30 - Arrival, physical check, free play
8:45 - Clean-up and snack
9:15 - Organized activity, e.g., Peabody, free play indoors or outdoors
11:15 - Clean-up
11:30 - Lunch, free play, naps; snacks as each child awakens
3:15 - Activities, free play, clean-up until child leaves

TODDLER:

7:30 - Arrival, physical check, free play
8:45 - Wash-up and snack
9:00 - Free outdoor play, indoor activities such as art, stories, records
10:30 - Wash-up for lunch, songs and finger plays
11:00 - Lunch
11:30 - Children nap until they wake up
3:00 - Activities and free play until parent comes

SCHOOL AGE, SUMMER

7:30 - Arrival, free play
9:00 - Snack and meeting time, discussion of day's activities
9:30 - Arithmetic and reading tutoring, being read to
10:15 - Art project or activity
11:15 - Clean-up
11:30 - Lunch
12:30 - Park play
1:00 - Field trip
3:30 - Snacks, free play indoors or outdoors

Children move at will to different areas, deciding on their own activities except during a Peabody lesson, although they can refuse to participate in it. Staff members have various activities daily, such as special art activities or stories, which children are free to participate in if they wish.

CASPER DAY CARE CENTER

Admissions Policies

1. Admissions to the Casper Day Care Center shall be for children of working mothers who are the sole support of the family, or where the father is in the home, but able to give only minimal support and the mother must work to supplement the income.

2. There will be a social investigation made by the Director of the Center or a qualified person designated by the Board of Directors to determine need for use of the services of the Center.

3. The Day Care Center will take children age 2 to 6 years.

4. The Center will maintain a total enrollment of 91 children. A policy of over-enrollment not to exceed 96 will be in effect to assure the daily ninety-one attendance.

5. The Center will operate on a five day week basis, Monday through Friday and will be open 7:30 am to 6 pm each day.

6. In order to maintain the operating budget, fees will be paid by the week, in advance, on a sliding scale fee policy.

7. Children enrolled on a regular basis will be charged for the week if they attend as many as three days. Credit will be given for each day after the second day of absenteeism for illness only; absent for any other reason the rate will be at $1.00 per day.

8. Part time attendance is acceptable only on a definite pre-arranged basis.

9. Each child must have a medical health certificate filled out by his doctor at the time of enrollment.

10. Each child is to be brought to the Center by its parents or an authorized adult and remain with the child until he has been accepted by a staff member for that day's care. A written note authorizing persons other than the parents to pick up the child must be submitted to the Director and kept on file with the Center.

11. A directory will be kept on file at the Center with telephone numbers where parents can be reached in case of emergency. This will be kept current at all times.

POLICIES OF PERSONNEL

VACATIONS: Annual

1. The Executive Director shall have one month vacation with pay, the time for which shall be set by her.

2. The Assistant Director shall have one month with pay.

3. Other full time employees shall be given two weeks vacation with pay.

4. Part-time employees may have two weeks vacation, one week of which will be with pay.

Other vacation periods:

1. The Executive Director shall have two long week-ends (Friday through Monday) with pay, the time to be chosen by the Executive Director.

2. The Assistant Director shall have two long week-ends (Friday through Monday) with pay, the time to be agreed upon with the Executive Director.

3. Other full-time employees shall have one long week-end (Friday through Monday) with pay.

4. The Center shall be closed Thanksgiving and Christmas Days. Paid personnel will receive their regular salaries.

MISCELLANEOUS:

1. An employee shall be eligible for one week of the annual two week vacation after serving six months at the Casper Day Care Center.

2. All vacation periods must occur at a time approved by the Executive Director.

3. The Assistant Director will assume the duties of the Executive Director during her absence.

4. In every case, efforts shall be made to hire substitutes for employees during absences due to illness or to vacations.

5. The Executive Director and the Assistant Director by mutual agreement may substitute for one another during the summer months to accommodate their respective needs.

6. The Executive Director shall have a list of substitutes, approved by the Personnel Committee, from which she can fill vacancies as they occur.

SICK LEAVE:

Five days annual sick leave shall be given each of the paid personnel the first year of employment; seven days the second year, and ten days the third and all subsequent years. Sick leave shall not be cumulative.

INSTRUCTIONS FOR DAY CARE CENTER AIDS

SCHEDULES:

1. Please adhere closely to your scheduled working hours.

2. Be prompt.

3. If you are sick or have any other real reason for not coming to work, please call either Mrs. Drury at the Center number 235-5097 or Mrs. Dawson at 237-3894 (before working hours).

APPEARANCE:

1. Be neat in your appearance because you will be meeting the public.

2. Wear a pleasant expression and you will feel pleasant.

(Check this with me)

3. Dress appropriately--skirts and blouses or dresses. There may be special times when pants would be appropriate, such as picnics. A uniform is also acceptable.

4. Do not use evening-type make-up.

DUTIES:

1. The Director or Assistant Director will give you your special jobs.

2. EVERYONE is responsible for the welfare and contentment of our children. This includes taking personal care of them in the bathroom. Those who need help in the bathroom MUST be helped.

3. Have your group finish and pick up before going on to another interest.

4. The children should go home with clean hands and face and with their shoes tied and on the right feet.

5. If you have a discipline problem that you cannot handle by quiet reasoning, please take the child to Mrs. Drury or Mrs. Dawson--Do not spank or discipline harshly yourself.

6. Be consistent in your handling of daily routine.

7. Try to teach respect for others and property.

8. Use the equipment with this in mind.

9. The children are NOT to play the record players. Only the adults work the players. We cannot afford repairs and children are very hard on record players.

10. Help to keep the nursery rooms and bathrooms picked up. The bathrooms will be scrubbed thoroughly once or twice a week at the discretion of the Director.

CHILD'S RECORD

NAME OF FACILITY _____ DATE _____

CHILD'S NAME _____ BIRTHDATE _____

Sex _____ Race _____ Average Income _____

MOTHER'S NAME _____

Home address _____ Phone _____

Work address _____ Phone _____

FATHER'S NAME _____

Home address _____ Phone _____

Work address _____ Phone _____

Parent to communicate with (check) Mother [ ] Father [ ] Either [ ]

Other _____
Name Address Phone

Admitted by _____ Date _____

Reason _____

Daily Care: Days per week _____

From _____ a. m. To _____ p. m.

Authorized escort _____
Name

Address _____ Phone _____

Any illness or unusual condition: Yes [ ] No [ ]

If "yes", explain and describe special care required:

_____

_____

Allergies _____

Fears _____

Food Dislikes _____

Diseases child has had:

Chicken Pox	Yes [ ]	No [ ]	Don't know [ ]
Measles	Yes [ ]	No [ ]	Don't know [ ]
3 day Measles	Yes [ ]	No [ ]	Don't know [ ]
Whooping cough	Yes [ ]	No [ ]	Don't know [ ]

Other diseases_____

Shots_____

Doctor's Name_____ Phone_____

Dentist's Name_____ Phone_____

Doctor's medical examination (statement to be attached) Date_____

Parent's authorization in case of emergency:

If a sudden illness or other serious medical emergency should occur and I cannot be reached, I hereby authorize the person in charge to call my physician or to take my child to the nearest emergency clinic.

_____ _____
Parent's Signature Date

As part of the consideration for the day care operator, we relieve her/him or all legal obligation while my child is in her/his facility or in his/her attendance.

_____ _____
Parent's Signature Date

I hereby give permission for the day care operator to take my child on field trips while he or she is at the day care center

_____ _____
Parent's Signature Date

Date child care ended_____

Person assuming care and custody:

Name_____

Address_____

MENU

APRIL 13 - 17

MONDAY

Baloney sandwiches
Tomato soup - crackers
Milk
Pineapple upside down cake

TUESDAY

Meat loaf
Mashed potatoes
Peas
Milk
Bread and butter
Tapioca pudding

WEDNESDAY

Macaroni and Cheese
Carrots
Spiced red apple
Milk
Bread and butter
Jello-fruit

THURSDAY

Spaghetti and meat sauce
Green salad
French bread
Milk
Ambrosia

FRIDAY

Weiners
Pork and Beans
Carrot and celery sticks
Milk
Bread and butter
Donut sundaes

END